

TCAP Achievement, Grade 8, Social Studies
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Economics	
SPI#	State Performance Indicator
8.2.1	Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
8.2.2	Interpret a diagram showing the steps of changing a resource into a product.
8.2.3	Differentiate between credit and debt.
8.2.4	Recognize the economic activities of early America (i.e., agriculture, industry, and service).
8.2.5	Identify various forms of taxation (i.e., tariffs, sales tax, excise tax).
8.2.6	Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, population diversity).
8.2.7	Differentiate between a commercial and a subsistence economy.
8.2.8	Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).
8.2.10	Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligarchy, free competition).
Geography	
SPI#	State Performance Indicator
8.3.2	Identify and use the key geographic elements on a map (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).
8.1.1	Recognize the definition of religion.
8.3.3	Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).
8.3.4	Use various geographic data from maps and globes to determine longitude, latitude, distance, direction.
8.3.5	Interpret a geographic map of the early United States.
8.3.6	Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).
8.3.7	Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).
8.1.7	Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).
Governance and Civics	
SPI#	State Performance Indicator
8.4.1	Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).
8.4.2	Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial).
8.4.3	Recognize the purpose of government and how its powers are acquired, used and justified.
8.4.4	Recognize the rights and responsibilities of individuals throughout the development of the United States.
8.4.5	Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.
8.4.6	Recognize the rights guaranteed in the Bill of Rights.
8.4.7	Recognize the impact that major court decisions have had on American life (i.e., Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Sanford).
8.6.4	Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities).
8.6.5	Recognize how groups and institutions work together to meet common needs.
8.4.8	Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury).

SPI# -- Grade Level . Content Standard Number . Performance Indicator Number

Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 1/08/04

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Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

U. S. History Period 1 (Beginnings -1820)	
SPI#	State Performance Indicator
8.3.1	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
8.1.3	Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).
8.5.1	Contrast the characteristics of major native civilizations of the Americas.
8.5.2	Read a timeline and order events of the past.
8.5.3	Differentiate between a primary a secondary source.
8.5.4	Recognize causes and consequences of conflict (i.e., French and Indian War, Revolutionary War, War of 1812).
8.1.4	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother Spirit, African Traditional Religion, Puritanism, Quakerism).
8.1.5	Identify how religion contributed to early American society (i.e., impact on government, education, social norms, slavery, tolerance).
8.1.6	Interpret a timeline of technological innovations.
8.5.6	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
8.5.7	Recognize the historical impacts of European settlement in North America.
8.5.11	Identify conclusions about historical events using primary and secondary sources.
8.5.12	Differentiate between primary and secondary source documents.
8.2.9	Analyze in economic terms (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.
U. S. History Period 2 (1801-1900)	
SPI#	State Performance Indicator
8.3.1	Recognize the causes and examples of migration and immigration in Early American (i.e. land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
8.1.2	Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).
8.5.2	Read a timeline and order events of the past.
8.5.3	Differentiate between a primary and secondary source.
8.5.4	Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, War of 1812).
8.5.5	Recognize consequences of the westward expansion of the United States.
8.6.1	Identify the impact of individual and group decisions on historical events.
8.6.2	Recognize the impact groups have on change at the local, state, national, and world levels.
8.1.5	Identify how religions contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).
8.1.6	Interpret a timeline of technological innovations.
8.5.6	Classify the characteristics of major historical events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
8.5.8	Determine the social, political, and economic factors that contribute to the institution of slavery in America.
8.5.9	Interpret a timeline, detailing the development of political parties in the United States to the Civil War.
8.5.10	Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).
8.6.3	Recognize examples of stereotyping, prejudice, conformity, altruism in early American history.
8.4.9	Analyze the contributions of Tennessee political leaders on the national scene (i.e., Andrew Jackson, Andrew Johnson, James K. Polk, Sequoyah, Sam Houston).
8.5.11	Identify conclusions about historical events using primary and secondary sources.
8.5.12	Differentiate between primary and secondary source documents.
8.5.13	Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).
8.5.14	Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.
8.2.9	Analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography) why slavery flourished in the South as opposed to the North.

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